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ABSTRACT

This manual describes, in both Spanish and English, activities used in a high school equivalency course for Spanish-speaking adolescent mothers and pregnant adolescents. It contains 13 writing activities, one integrated social studies/science activity, five social studies exercises, and one math and three reading/writing activities. Each is explained briefly, with procedures specified. In some cases, samples of student work and teacher response are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 370 443

MANUAL OF TEACHING ACTIVITIES

FOR PREGNANT AND PARENTING ADOLESCENT MOTHERS

IN PREPARATION FOR THE G.E.D. EXAM

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Masters Project presented

by

Lucía Nuñez

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MASTERS IN EDUCATION
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AGRADECIMIENTO

Quisiera dedicar este manual a todas las estudiantes del Care Center que han participado en estas actividades.

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Sandra Lopez
Christina Quiles
Martha Ramos
Damaris Rivera
Sonia Rivera
Bridget Sanchez
Rosie Silva
Evelyn Valentin
Cookie Rodriguez
Rose Stanislawski

EXPRESION ESCRITA ACTIVIDAD # 1

ACTIVIDAD: Ensayo en grupos

PROPOSITO: Para ayudar a las estudiantes ver los pasos para escribir un ensayo.

PASOS:

Empezamos hablar sobre como escribir un ensayo. Yo trate de dejarlas que ella escogieran el tema, pero ellas no se le ocuria un tema. Yo escogi "la mejor invencion moderna" dandole el ejemplo de la maquina de lavar. De ahi en adelante ellas empezaron a discutir cual era la invencion mejor. Alguien sugerio las pildoras anti-conceptivas y todas se empezaron a reir y inmediatamente empezaron a discutir el porque.

Cada idea que tenian la escribian en un pedazito de papel el cual lo ponian en un cartulina. Habian tres cartulinas con unos pedazos a lo largo para aguantar los pedazitos de papel. Cada idea la escribian y todas participaban en escribiendo las ideas en los papeles.

Una vez que la conversacion empezo a disminuir, le dije que ellas tenian que empezar a ordenar los papelitos en alguna manera. Habiamos ya hablado del orden de un ensayo formal para el G.E.D. Entonces empezo la discusion fuerte de donde deben ir estos pedazitos - si en la introduccion, el cuerpo o en la conclusion.

Ya una vez que ordenaron los papeles en estas tres categorias, empezaron a escribir oraciones para cada idea. Ninguna idea se elimino, todas aunque no estaban de acuerdo se incluyo en el ensayo. Las oraciones fueron escritas en papel grande para que todas las podian ver.

Durante este proceso algunas ideas no fueron escritas porque las que trataban de sacar una oracion no entendian bien la idea o el lugar donde habian puesto la idea. Asi fue aqui donde algunas ideas que no tenian lugar fueron eliminadas.

Una vez que se escribio todo el papel grande, todas empezaron a leer el ensayo que habian escrito y este proceso de leerlo a voz alta ayudo a encontrar lugares donde las ideas no estaba claramente escritas, donde habian palabras incorrectas que ellas corigieron una a la otra, y donde cambiaron el orden de ciertas oraciones.

TEMAS que hemos usado en la clase de espanol: Los Puertorriquenos en Holyoke; Las Armas Nucleares; La enfermedad de SIDA y como ha cambiado a nuestra sociedad; La vida vieja del campo en comparasion a la vida moderna de la ciudad; Una decision que cambio tu vida; La musica latina.

WRITING ACTIVITY NUMBER # 1

ACTIVITY: Group Essay (I adapted this activity from one that appeared in Navamaqa which I have used with women's groups who are planning a project, "Planning a cup of tea or coffee)

PURPOSE: To break down the steps necessary to write an essay for the G.E.D. Exam.

STEPS:

We discussed what an essay is and what the requirements on the G.E.D. were for the essay. I explained the purpose of the activity and how we were going to write an essay together. They had difficulty coming up with a topic so I gave them one: "the best modern invention." They began to discuss and argue what they thought was the best invention, some of them asking for examples. Someone mentioned the birth control pill which caused much laughter, but immediately began to produce some lively arguments and generate ideas.

Each idea was written on a small piece of paper (folded in such a way which would fit on slots made on poster board). They kept arguing and writing their ideas on the papers until they filled three poster boards.

Once the conversation started to die down, I told them to start thinking about how they would order them, what ideas would they present first, keeping in mind a simplified essay form of an introduction, a body and a conclusion.

I labeled three other poster boards: introduction, body and conclusion which they began to use in order to rearrange the ideas they had generated.

Once they had put the ideas in the order they all could agree, they began to write sentences on large newsprint. All the ideas were used even though some ideas represented opposing view points.

Once the essay was written on newsprint (during the writing of the essay some students lost interest and two students stayed on with the project), they all began to read the essay and notice the areas where contradictions occurred, more explanation was needed, mistakes were pointed out. The entire class again became involved in the editing process of the essay.

ESSAY TOPICS WE HAVE USED IN THE SPANISH CLASS: Puerto Ricans in Holyoke; Nuclear weapons; AIDS and how it has affected our society; the difference between life in rural Puerto Rico and

life in the modern cities of Puerto Rico; A decision which has changed your life; Latin Music; Discipline and how you would like to discipline your children; what does it mean to be a Puerto Rican woman.

From their essay:

"La invencion mas importante es las pastillas para evitar hijos. Para tener un futuro mejor, educacion, trabajos y para la diversiones. Las personas de antes opinaban que por rasones relijiosa creian que era un pecado. Los hombres aveces no quieren que eviten los hijos porque piensa que tienen otros hombres. Hay otros que desean tener mass hijos porque ellos no los cuidan porque algunos hombres desean tener mas hijos para darse el lujo de ser machos y para mantener la mujer en su casa."

"The most important invention has been the birth control pill. To have a better future, education, jobs, and fun. People in the old days believed that because of religious reasons it was a sin. Men sometimes do not want women to use the pill because they think the wives will have other men. Others want more children because they don't take care of them and think they are macho because they have many children and keep their wives at home."

COMMENTS:

I have tried this with a class of five to a class of ten or with just a group of two or three students. Thinking out the process of making a cup of coffee, the steps, the ingredients, was helpful with the students in seeing the essay as something possible and not a frightening experience. I have had a student not take the Essay part of the G.E.D. because she was too nervous. So the process of de-mystifying, finding something they know about in the essay topic is most of the challenge.

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EXPRESION ESCRITA ACTIVIDAD # 2

ACTIVIDAD: Autobiografias

PROPOSITO: Mi idea con este actividad fue para ayudarlas a escribir. Muchas veces ellas creen que no tiene nada que escribir, que no saben nada. Y de que mas saben sino es sus propias vidas. Con este proyecto ellas no tenian que compartir nada con migo, simplemente era tambien una introduccion a la computadora en que les formaba un disco, les ensenaba lo basico para empezar a escribir y asi las dejaba en la privacidad de la computadora.

WRITING ACTIVITY NUMBER # 2

ACTIVITY: Autobiographies

PURPOSE: To initiate free writing either on the computer or in their journals.

PROCESS:

- One topic most of the students want to write about is their own lives, their boyfriends, or their babies. For some the personal essay form is what they feel most comfortable with and knowledgeable about. When a new student is starting, I have used this activity to break some of the initial barriers.

- I format a computer disk for each new student that enters the class. The students are usually anxious to try out the computer and I have them play with whatever computer games they want to until they feel comfortable. The computer seems to provide a sense of complete privacy that they don't feel with a journal - to write something on paper is more of a risk whereas on the computer it disappears until it is printed.

- The students have the choice of keeping their autobiographies completely private or sharing it with anyone in the class. Most of the time they are willing to show it to someone, but my guess is that they write more when they are told that it can be kept a secret. Those entries are more revealing.

- Only if they want me to read their stories and only if they ask for feedback will I see them.

Cookie wrote:

Sobre mi juventud

Naci en New York 7-30-70. Tenia 6 anos y vivia en Manhatten en el tercer piso, un dia estaba jugando de cantante encima de una cama de dos piso. Yo estaba en el primer piso de la cama y mis hermanos, Nerieda y Junior estaban detras de mi. Y yo encima de la sabana y ellos cojieron la sabana y la halaron. Yo rebote hacia bajo y cai en cima de unos tiertos me rompi la frente la nariza la boca y el brazo. Mi mama corrio hacia el cuarto, "Que le pasa a la nena, que le hicieron?"

About my youth

I was born in New York 7-30-70. I was 6 years old and lived in Manhatten on the third floor, one day I was

WRITING ACTIVITY NUMBER # 2

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EXPRESION ESCRITA ACTIVIDAD # 3

ACTIVIDAD: Bolsa de palabras y expresiones

PROPOSITO: Para iniciar escritura promover a las estudiantes a escribir.

MATERIALES:

Mantengo una caja con diferentes ideas para escribir que las saco de vez en cuando con el proposito de animar a una estudiante que no se le ocure algo para excribir durante escritura libre. Muchas veces una tecnica sencilla como una frase, un objeto ayuda a soltar el bloque que siente cuando tenemos clase de escritura.

En tarjetas "index" escribir palabras provocativas o expresiones interesantes. Yo las escogi de poemas.

EJEMPLOS: "La despedida"
"para alguien que no sabe cantar"
"como el cristal se rompio"
"lluvia"
"el milagro"
"mientras tu..."
"donde esta cristo"
"la confesion"
"Gracias, querido mio"

WRITING ACTIVITY NUMBER # 3

ACTIVITY: Bag of words or expressions

PURPOSE: To initiate writing, to encourage students to write during free writing.

PROCESS:

- I keep these in a box of writing ideas so that when we have free writing and a student is stuck, one of these expressions or words may inspire some private writing.

- The expressions and words I chose came from poems or short stories we have collected in the classroom. The ones I picked brought out romantic or sad writings.

MATERIALS: Index cards with provocative words or expressions.

EXAMPLES:
"The farewell"
"for someone who doesn't sing"
"how the glass broke"
"rain"
"the miracle"
"while you..."
"where is Christ"
"the confession"
"thank you, my dearest.."

Edelmira wrote:

Mientras Tu

Mientras tu estas trabajando, yo estoy estudiando pero no vale la pena por que no gano ni un centavo.

Mientras tu estas comprando ropa para ir a la fiesta, yo voy a ir al supermercado pra hacer compra por que no hay nada en la casa.

Mientras tu puedas hacer algo hoy, nunca lo deje pra manana, porque nunca sabe lo que te puedas y manana sera mas dificil que hoy...

Mientras tu tenga el chance de estudiar y hacer algo para tu futuro, hagalo y nunca mires al pasado y ni vuelva a lo que ha pasado antes.

EXPRESION ESCRITA ACTIVIDAD #4

ACTIVIDAD: Cuentos de objetos

Usando una variedad de objetos cada una tenia que escoger un objeto y escribir lo que le venia a la mente, crear del objeto una historia, de quien pertenecia este objeto, como llego aqui, para que se usa este objeto, crear del objeto un ambiente, personas, lugares.

MATERIALES: una caja de objectos pequenos como cuentas de colores, cintas de seda, billetes de otros paises, caracoles, y mas...

PASOS:

Cada estudiante tenia que escoger un objeto, empezar con escribiendo que objeto escogieron, porque, describiendo los objetos, entonces pensando a que le recuerda, que imagines les ocurre. Y dejar que se forme un cuento del objeto

EXPRESION ESCRITA ACTIVIDAD # 4

ACTIVIDAD: Cuentos de objetos

Usando una variedad de objetos cada una tenia que escoger un objeto y escribir lo que le venia a la mente, crear del objeto una historia, de quien pertenecia este objeto, como llego aqui, para que se usa este objeto, crear del objeto un ambiente, personas, lugares.

MATERIALES: una caja de objectos pequenos como cuentas de colores, cintas de seda, billetes de otros paises, caracoles, y mas...

PASOS:

Cada estudiante tenia que escoger un objeto, empezar con escribiendo que objeto escogieron, porque, describiendo los objetos, entonces pensando a que le recuerda, que imagines les ocurre. Y dejar que se forme un cuento del objeto

WRITING ACTIVITY NUMBER # 4

ACTIVITY: Stories from objects

PURPOSE: To encourage the writing of stories through the use of different objects.

MATERIALS: a box of small objects such as color beads, silk ribbons, money from other countries, shells and more...

PROCESS:

- The students love to tell stories, mostly about things that happen to them. Making up a story was more difficult.
- Using a variety of objects that I collected, each student had to pick one object and write what would come to her mind about the object. They had to create from the object a story, who had the object; how did it get here; what did they use the object; create with the object an atmosphere, the people, and the places.
- In some cases, once they picked the object, they felt stuck. I would sit with each student asking them questions. What do you think about when you see this? Why did you pick this one? Does it remind of you something? Of someone? Of some place?
- At the end of the writing if the students wanted to share their writing then we would spend time reading.

Cookie wrote:

EL CARACOL

El Caracol biene del mar azul como el cielo azul.
Tiene castillos y palacios donde la brisa y el aroma sale del mar. En este castillo vive dos amores y en el palacio vive el amor. cuando las alas del mar asotean el caracol acia la orilla del mar el sol resplandece de alegria y felicidad.
Porque dos amores estan unidos.

The Shell

The Shell comes from the blue sea like the sky.
It has castles and palaces where the breeze and the salt air comes from the sea. In this castle lives two lovers and in the palace love lives. When the waves of the sea push the shell to the shore, the sun shines and is happy.
Because two lovers are together.

EXPRESION ESCRITA ACTIVIDAD # 5

ACTIVIDAD: Los cuentos que estan dentro de un retrato

PROPOSITO:

Para crear un cuento de un retrato o de una serie de retratos tambien con la idea de iniciar escritura y aumentar la auto-confianza de las estudiantes en lo que ellas pueden escribir.

MATERIALES:

Retratos de cualquier cosas. Yo traje retratos personales de mi juventud, y de mis viajes a centroamerica.

WRITING ACTIVITY NUMBER # 5

ACTIVITY: Stories that come from pictures

PURPOSE: To Initiate story writing and increasing a student's self-confidence about writing.

MATERIALS: Photographs. I brought in pictures from my personal photo album, pictures of my trips in Central America, and other photographs from a Life magazine.

COMMENTS:

> My photo album served to bring up a number of discussions and subsequent writing. Their curiosity about my life, la maestra, beyond the classroom is overwhelming at times. The album served to satisfy this curiosity to a certain degree as well as to get them interested in the photographs of Central America, of the people, and the visible poverty. Later the same group of pictures along with some readings on these countries became a Social Studies lesson.

Aida writes from a photograph of me as a three year old child, a teen, and graduating from college. She xeroxed these pictures and made a collage of them with this story:

> Esta es una historia muy interesante sobre una nina muy hermosa cuando pequena que se be muy historica la foto de esa nina pequena pero ala vez se ve muy llamativa porque la nina era muy hermosa y tranquila pero cuando llego a la asolencia ella fue una de esas personas que le gustaba ser hipi pero ella cambio pudo se graduo de la universidad y llego a lo que es ahora es una persona muy importante....

Delia writes from a picture of a prostitute from a Life Magazine:

> Parece una mujer que por las desgracias del destino se ve envuelta en la prostitucion. Para mi es que muchas se ven envueltas en este tipo de "trabajo" devido a la escacez de dinero que hay en el paos or quein sabe si desde pequena por medio de sus padres se vio envuelta en ello. Para mi las prostitutas son asi por su situacion economica o sea muchas mujeres se sacrifican de esta manera para poder tener lo que desean o para poder mantener a una familia pobre. Aunque no sean felicis con lo que hacen y ejecutan.

EXPRESION ESCRITA ACTIVIDAD #6

ACTIVIDAD: Aprendemos mas de la fuerza del idioma y la cultura puertorriquena

PROPOSITO:

Aumentar el interes, el conocimiento sobre la cultura puertorriquena, mejorar la lectura y la escritura en espanol; y desarrollar un entendimiento sobre la cultura puertorriquena en Puerto Rico y en los Estados Unidos. Muchas de las estudiantes que vienen al Care Center han pasado por el racismo que tanto domina las vidas de los Puertorriquenos en Holyoke sea en la escuela superior o en las calles de Holyoke. La diferencia en terminos de la auto-confianza, estimacion propia, conocimiento entre esas estudiantes que han llegado recientemente de Puerto Rico y esas que han vivido aqui en Holyoke por toda su vida es grande y se manifiesta en muchas cosas: rechazo de todo lo que sea puertorriqueno, el idioma, la musica, la comida. Algunas estudiantes expresaron un deseo de aprender un poco de esta parte de sus vidas.

Esta actividad se desarrollo por varias semanas incluyendo no solo escritura sino tambien Estudios Sociales. Las siguientes actividades son las que se llevaron acabo:

SUB-ACTIVIDAD A:

Investigacion individual de lo que es y quien es Puerto Rico. Hize unos sobres con una variedad de temas, personas, eventos que tienen que ver con Puerto Rico. Algunos ejemplos son: Roberto Clemente, Luis Munoz Marin, Danny Rivera, La Charca, Jacobo Morales, Estado Libre Asociado, Julia Burgos, el Yunque, El Gran Combo, El Jibaro, SPIKS, La danza, Grito de lares, La Carreta. Tenian que investigar de cualquier manera algun aspecto de estos temas. Hacer una presentacioon sobre su tema al final. Coleccionar todo para tener un libro para re-escribir la historia Puertorriquena a la manera de ellas. Que significa ser puertorriquena? Podian leer, hacer entrevistas con familiares si ellos saben algo de este tema, sacar la informacion de cualquier lugar.

SUB-ACTIVIDAD B:

Diccionario de Palabras: cada una hiba a mantener un diccionario de palabras que no conocian en espanol con el proposito de aumentar su vocabulario. Otro diccionario que hibamos a mantener era de palabras "slang," y esas combinaciones de palabras que ni son ingles ni espanol pero unica.

SUB-ACTIVIDAD C:

Escribir un mito taino. Leimos el mito de como se formo la isla de Boriquen y de ahi empezamos a discutir que era un mito. Ellas tenian que escribir un mito sobre algo de la naturaleza, algun fenomeno y explicarlo de una manera que sea en forma de un mito.

SUB-ACTIVIDAD D:

Escribir un cuento para ninos de algo puertorriqueno que tu quieres que tu nino sepas. Hablamos sobre como ellas quieren criar sus hijos, como puertorriquenos o como americanos, que idioma o idiomas quieren que hablen, que les quieren dejar de la cultura puertorriquena? Tenian que pensar en algo que es tipico de Puerto Rico, alguna cancion, algun cuento quizas tenian que ver con ninos.

SUB-ACTIVIDAD E:

Ensayo: Que prefieres independencia, estado o mantenerlo como esta Estado Libre Asociado? Hablamos y leimos informacion sobre el referendum por cual estaran votando en noviembre sobre el futuro de Puerto Rico. Discutimos lo que significaria cada opcion. Primero votamos para ver que era el voto de la clase entonces escribieron las razones porque escogerian lo que desean para el futuro de Puerto Rico.

SUB-ACTIVIDAD F:

Definicion de la nacionalidad puertorriquena. Que heredamos de Africa, de los tainos, y de los espanoles?

WRITING ACTIVITY NUMBER # 6

ACTIVITY: Let's learn about the strength of the Puerto Rican language and culture. The title of this mini-course was the result of a brainstorming session by the students in this class. Originally the class was called Spanish for Spanish speakers and so the change came about from them about what they wanted to get out of this class.

PURPOSE:

To encourage an interest and increase the knowledge about the Puerto Rican culture and language;

To improve the reading and writing levels of the students in Spanish;

To develop an understanding of the Puerto Rican culture not only in Puerto Rico, but also of the Puerto Ricans in the United States. Many of the students who come to the Care center are Puerto Rican.

The class was held for a number of weeks for those students in the English class who wished to improve their Spanish. We also as an experiment included any staff who wanted to participate in the class. This was the first time students and staff studied together; the results of this were incredibly positive for both. For the staff involved, they developed a respect for the work the students are doing and for the students, the experience brought the staff to a level where they were both students.

SUB-ACTIVITY A: Individual Search Project

Purpose: To develop research skills, interview skills, and get them interested in Puerto Rican history through people, literature, and other areas.

Materials: I made individual manila envelopes with the following topics written on them in magic marker: Roberto Clemente; Luis Munoz Marin; Danny Rivera; La Charca; Jacobo Morales; Estado Libre Asociado; Julia de Burgos; SPIKS; La danza; Grito de Lares; La Carreta; El Gran Combo. I also had books, articles, pictures, cassette tapes, and other resources for them to use in their search.

Process:

They had to research whatever subject they chose (they could choose more than one) in whatever manner they wanted. This

could include interviewing a family member who might know something about their subject, reading, listening to music, watching a movie.

They had to present their information to the rest of the class.

The last part of this activity would be to collect and write all their information to re-write their Puerto Rican history. Unfortunately, we ran out of time to complete this part.

SUB-ACTIVITY B: Dictionary of Puerto Rican Words, mostly slang.

Purpose: Initially, the idea was to increase their vocabulary by having each student maintain their own "dictionary" of words they wanted to learn, heard and did not know the definition. Then they decided, since I did not understand some of the words they used, that they should develop a dictionary of just slang words for me.

SUB-ACTIVITY C: Reading a Taino Legend and writing our own legend

Materials: Legend "De como se formo la Bella Isla de Boriquen," by Carmen Puigdollers in Presencia Taina: Antologia de Lecturas, Cambridge: National Assessment & Dissemination Center, 1979.

Process:

We first read a legend of how the island of Boriquen was formed from a book of the Taino Indians.

Then we discussed what legends, myths were and if they had ever heard any, especially a legend they had heard about something in Puerto Rico.

Mariluz wrote:

El amor fue creado por dos pajaritos que se trepaban en una piedra alta para que todo el mundo viera como se querian para que el mundo supiera amar y amarze uno al otro y no uviera odio y violencia y una vez llegaron dos cazadores y dispararon a los pajaritos y desde ese dia el tiempo cambio y volvio odio y violencia.

Maribel, one of the Counselors, wrote:

Habia una vez una diosa que se encontraba muy triste. Los otros dioses notaban que cuando ella lloraba sus lagrimas caian sobre el mundo.
Esta diosa lloraba tanto y tanto que causaba muchas inundaciones en el mundo abajo. Los demas dioses se

preocuparon sobre la salud de los humanos. Todos se reunieron para discutir esta problema y resolverla.
Al fin decidieron que cada lagrima se podia transformar a un diamante. La nombraron la Diosa Diamante. Haci fue la creacion de los diamantes.

SUB-ACTIVITY D: The political status of Puerto Rico: Independence, Commonwealth, or Statehood?

Process:

Discussion of what these terms mean, what have they heard. Most of the students have somehow been involved in one of these discussions, many who left Puerto Rico as young children even remember the different songs for the political parties.
We read some materials about the three choices in the upcoming referendum.

Then the students voted and wrote why they had voted they way they did.

SUB-ACTIVITY E: What does it mean to be a Puerto Rican? We added what it meant for women.

Purpose: To initiate a discussion of what the Puerto Rican nationality consists of especially with those students who claim a Puerto Rican nationality though they were born in the States and those students who claim a Puerto Rican nationality and were born in Puerto Rico.

Cookie wrote:

Ser una N.Y. rican....

Ser una N.Y.rican es una persona orgullosa. Una persona muy orgullosa de si mismo que se vale por si mismo no depender de otro si no que ayudar a otros.

Marynet wrote:

Ser mujer puertorriquena es mi orgullo porque yo naci en esa patria tan bella y con sus playas tan hermosas y ser puertorriquena tiene muchos sentido hablar el espanol y poder estudiar para aprender mas idiomas y poder tener muchas oportunidades para el futuro por eso Puerto Rico no lo cambio por nada y amo a mi tierra con su capital tan bella San Juan.

COMMENTS:

For an ESL class much after this mini-course, the students asked me to help them fill out the 1990 Census. The two sections of the Census where one was to mark one's nationality or ethnicity caused much confusion and discussion. Naming oneself and how to mark this census; questions about why they needed to know such detail about "Hispanics" and not other groups and; personal questions about race and what that means became the central focus of the class. For Cookie, the student who wrote the above piece on being "Nuyoriquen," her issue was clear - there was no category for her own classification.

Many have experienced the blatant racism that exists in Holyoke from the High School where many were "pushed out" to every doctor's office they have to visit and don't get translations. The difference among those students who have just recently arrived from Puerto rico and those students who have lived in Holyoke in terms of self-confidence, self-esteem, knowledge about Puerto Rican history - the students who have lived in Holyoke almost always feel a shame about being Puerto Rican, reject the language because the language is rejected in their environment, attempt to not look Puerto rican by dying their hair.

EXPRESION ESCRITA #7

ACTIVIDAD: Escribiendo con musica para motivar la imaginacion.

Escuchamos dos instrumentales, uno era musica de Inti Illimani y el otro alguna muśica clasica. Escritura libre donde pueden escribir lo que le viene a la mente. Escribimos unos quince minutos aunque para ellas era mucho - a lo diez minutos ya querian parar.

WRITING ACTIVITY NUMBER # 7

ACTIVITY: Free writing with music

PURPOSE: To motivate students to write using music to inspire their imagination.

MATERIALS: a variety of music and a tape recorder.

COMMENTS:

Free writing is a difficult process for most of my students, especially when it is initiated by the teacher. "What do I write about? I can't think of anything." The excuses and the obstacles are many for them. Part of my thinking in pushing free writing or some kind of creative writing activity is that it will help them make this task less difficult and perhaps more enjoyable. That when they arrive at the G.E.D. essay part of the exam, they will feel less intimidated by the process of writing.

I have tried a variety of techniques, schedules, length of time for free writing - from everyday before class starts to whenever they feel like it during the week. What I discovered that the ideal writing time for me, I could write as long as I had a pen and paper, was not for them. We shortened the writing class time from the entire hour and a half to maybe just 10 to 20 minutes.

For the new students, I would need to sit with them asking them questions, at times beginning the writing with them, or allowing lists of words. Most of my students have not had a positive experience with writing and so the greatest challenge comes in trying to reverse this.

Nancy wrote:

Una triste musica es tan triste el cazo y esta musica es para persona que estan pasando una mala relacion lo digo porque habia una mujer que tenia muchos problemas muy serios y cuando ella hoia la cancion ella se ponia muy deprimada porque ella tenia una relacioon muy triste que la pobre mujer se ponia muy mala de los nervios y el problema que viene ciendo es que el companero no compartia con ella porque si el pusiera de su parte ella no estuviera pasando lo que esta pasando en estos casos.

COMMENTS: Some music I used in class: Inti-Illimani, classical music, Spanish flamenco music.

EXPRESION ESCRITA ACTIVIDAD # 8

ACTIVIDAD: Adjetivos y Personajes

Tuvimos primero una discusion sobre que es un adjetivo, hizimos una lista de los adjetivos que ellas conocen.

Usando una lista de adjetivos cada persona tenia que escoger un adjetivo.

Con ese adjetivo entonces teniamos que crear una persona de este adjetivo. Pensar en alguien a quien tu conoces bien.

Como es que tu conoces a esta persona? Que tu sabes de esta persona? Como es? Como se viste? Que le gusta hacer? Como reaccionaria a...?

Describe a esta persona no fisicamente sino su caracter. Que son las creencias de esta persona

WRITING ACTIVITY NUMBER # 8

ACTIVITY: Adjectives and Personalities

PURPOSE: To introduce some basic grammar, the differences between adjectives and adverbs, but in a writing activity.

PROCESS:

- The students had asked me for some grammar exercises and so to satisfy their needs but to selfishly keep on the same track of just writing not matter what, I thought of this writing activity.

- I talked about adjectives, what they were and gave some examples. We then brainstormed a list of adjectives.

- They then had to chose some of the adjectives they wanted to write about. They had to think about a person that they would associate with that adjective and describe them fully always keeping in mind the adjective.

Janett wrote:

> Bochinchera: Yo boy a describir a una persona que siempre esta hablando de todas las muchachas que uno mismo creia que era un amiga pero que sepasa hablando de los demas esta persona se para mirando y metida en lo que no le importa.

Betsy wrote reluctantly at first:

> Mi sandwich es sabrozo tiene queso, jamon y mayonesa. Lo prepare yo misma en la cosina del daycare. Pienso yo si todo

then on four separate pieces of paper:

> Honrada: Elis, ella es una persona que le gusta decir lo que siente.
>
> Blanco: Este papel ensiera muchos secretos yo puedo escribir y lo puedo guardar.
>
> Silenciosa: Me encantaria tener una amiga que supiera guardar un secreto. Esa persona nunca puede ser...
>
> Honesta: De esta persona que voy hablar este adjetivo es muy bonito. Elis le gusta las cosas en su orden, siempre es...

COMMENTS: What's interesting to me about Betsy's writing is her attempt to make herself free write even though the first attempt was about her sandwich rather than the adjective exercise. Once she did start writing, I see a hidden success in these short pieces that I had never seen before - Betsy was struggling to maintain her friendship with Elis after some secrets or some gossip was let out. Her choice of adjectives - honor, white, silent, and honest - are significant for her personally.

Once a week I work with the English class for an hour either Reading/Writing class or Science class. The two classes, the English and the Spanish, are significantly different in so many ways; their relationship with the teacher is one of the major differences. The Spanish class in a strong Puerto Rican tradition has a respect for the teacher which is evident in everything they do. The position of the teacher is not to be questioned, the formal use of the "you" form towards her, and her authority in the classroom all are clearly shared by all the Puerto Rican students in the Spanish class. They have "created" my role. So the experience of teaching the other class is always interesting.

Tracy wrote:

She is very sensitive and self-conscious about herself and she cares what everybody else thinks about her even about what she wears. It is very annoying to me.

She is sensative in a way where you can't be too honest with her or you will hurt her feelings and she will start to cry. Like if she asks you does this look good on me? And it really doesn't so you want to be honest so she won't go in public and make a fool out of herself or see other people laugh at her.

EXPRESION ESCRITA ACTIVIDAD # 9

ACTIVIDAD: Cuentame algo...

PROPOSITO: Para hacer una coneccion entre el habla y lo escrito.

PROCESO:

Queria hacer algo que Peter Elbow habia hecho con nosotros en clase - el no habia dado un tiempo para escribir un cuento, algo que nos habia pasadodurante el dia. Entonces lo que hizo fue decirle a alguien que no habia esrito algo que nos contara un cuento. Nosotros entonces repetimos el cuento de memoria. Hablamos de la diferenica entre lo hablado y lo escrito. Ademas la relacion que tiene lo escrito con lo hablado en terminos de voz.

Con mis estudiantes, primero contamos verbalmente un cuento cada una los cuales grabamos con una grabadora. Entonces escribimos los mismos cuentos y comparamos la diferencia entre los cuentos escritos y los hablados. Las muchachas hablan mucho mas y vieron que el hecho de contar sus cuentos ayudo al proceso escrito.

WRITING ACTIVITY NUMBER # 9

ACTIVITY: Tell me a story...(I adapted this idea from a writing exercise Peter Elbow attempted in his class on Voice in Text)

PURPOSE: To make the connection between the tradition of oral story telling in the Puerto Rican culture and writing.

MATERIALS: For the Spanish class, I used a cassette player to record their conversations. In the English class, the students paired up to be each other's recorder.

PROCESS:

In the Spanish class:

The Spanish class is significantly smaller in numbers, so we were able to hear each of the students' stories. We all took turns telling a story while it was being recorded. We then spent so time writing the same story. And then finally we would listen to our original oral story and compare it with our written story. I had wanted each student to listen to the recording and transcribe it so that the comparison could be made visually. But transcribing is very difficult and time consuming for new typists, so that part was never completed. The comparison could still be made - how much more they said, why was it easier for them to say their stories, all the extras of the oral stories which according to them were not extras but important information to the story.

In the English class:

The process in the English class was different instead of recording the stories, the students themselves served as "recorders" for each other. Each student had to take a turn, first telling her partner a story which her partner would try as accurately as possible to write down. Then the student would write her own story. Then they would switch and do the same thing.

Becky told her story to Tina:

Becky told me a story. I remember this night like it happened yesterday. It was a cold winters night me and her sister decided to sneak out the window to meet our boyfriends up at chicopee High. the accident was on center street. near the high way. when we were walking towards it. We didn't know what happened. as we got closer we saw about five people laying on the street. three of them had

sheets over their heads were saturated with blood. At First we thought it was Brian and Dave our boyfriends. Because the car looks like theres. I started crying and my sister went over to the care to see if it was theres it wasn't so we started walking.

As Becky wrote it:

I remember this night like it was yesterday. It was cold winter night and me and my sister decided to sneak out the window and meet our boyfriends at Chicopee High. We were walking up center st when we say the accident we didn't know what happened at first but as we got closer we saw 5 people laying on the ground 3 had sheets over their heads and were saturated with blood. We thought it was our boyfriends because the care looked like their. I started crying and my sister went to the car and went to see if it was their it wasn't so we kept walking.

EXPRESION ESCRITA ACTIVIDAD # 10

ACTIVIDAD: Nuestras Historias

SUB-ACTIVIDAD A: Somos arquiologos...
Proposito:

Este proyecto empezo con una presentacion sobre El Imperio Maya que hize con diapositivas sobre las ruinas mayas de Copan y Tikal. Hablamos de lo que hace un arquiologo tratando de adivinar como era la sociedad de los mayas basado en los articulos que encontraron. Leimos sobre el mas recien descubrimiento en Belice de las ruinas de Caracol y como todavia los arquiologos etan tratando de averiguar para que sirvia este centro de los Mayas.

La siguiente semana entonces nos convertimos en arquiologos nuestras imaginadonos en el ano 2598 y que habian encontrado lo que habia sido la antigua ciudad de Holyoke. Empezamos por hacer listas de las cosas que hiban sobrevivir el tiempo y no descomponerse. Las listas que se producieron fueron bien interesante en que empezaron a pensaar en la permanecia de las cosas materiales que tienen. Despues de estas listas, escribimos como si fueraamos los arquiologos escribiendo en un diario de las cosas que habiamos encontrado y tratando de imaginar lo que eran para que se utilizaban. Hizieron descripciones de la ciudad de Holyoke y como se veria en los ojos de alguien en el futuro.

SUB-ACTIVIDAD B: Me recuerdo...

Para esta actividad saltamos del futuro hacia el pasado, tratando de hacer coneciones (las cuales no creo que hize muy bien...) tratando de recordar primero en forma de una lista toda las cosas que podiamos recordar de nuestras vida, esos eventos que marcan algo para nosotras. De esa lista escogimos algo, uno de esos eventos para poder concentrar y elaborar mas.

SUB-ACTIVIDAD C: Linias del tiempo: Nuestras vidas

Usando la idea de una linea con el principio siendo el ano de nacimiento y el fin el ano presente, empezamos a poner todos esos eventos de nuesstras vidas uqe marcan cambios, que sirven para darle al camino de la vida las curvas, las montanas y los cruces que hacemos.

SUB-ACTIVIDAD D: Mi nombre...

Pensar en el porque tenemos el nombre que tenemos, porque nos llamaron asi...y cambiariamos essos nombres. Que historia tienen nuestros nombres?

WRITING ACTIVITY NUMBER # 10

ACTIVITY: Our Histories

PURPOSE: To encourage students to see their personal histories as connected to the History of their society. To encourage students to put on different lenses and see themselves through these lenses.

MATERIALS: newsprint, markers.

SUB-ACTIVITY A: We're archaeologists...

Process:

I began this project as a Social Studies class on the Mayan Civilization and some recent discoveries made in Belize. We read some articles about the Mayans, and saw slides from my trip to the ruins of Tikal and Copan. Towards the end of the class, we began to discuss what archaeologists would find in the future that would be left of our society.

The following week we became archaeologists in the year 3,590 who have just begun the excavation of what used to be the ancient city of Holyoke. We began by individually writing a list of those things that we would think would survive thousand years. They then had to write a journal entry as the archaeologist about her discoveries and what she believed the people who lived here were like.

We discussed what Holyoke would look like, what would be left, where would the people have gone to. The discussion came back to the Mayans and why those people didn't live in those ruins anymore.

Betsy wrote: A list of what would be left behind: pampers; algunos zapatos; estufa; nevera; ropa de poliestel; prendas; huesos; dientes; plastico; metal; vidrio; formica...

Her entry: Algunas cosas que encuentren tendrian que hacer un rompecabeza po que sera muy dificil saber que fue eso. y no puedo tener ni una cuarta parte en su imaginacion como saldria. Esta gente a pesar de que son personas bastante inteligentes pueden descubrir cosas que ellos no saben su uso. En mi lista anterior puede ber que casi todo esto lo pueden encontrar, pero que su uso va hacer algo muy pasado de epoca y antiguo para ello puede ser que tenga bastante valor. Aunque como comento mo companera Lucia no todo lo que ahi en el...

Mariluz wrote: No encontramo un cadena en forma de soga. esta a lo mejor era la nueva cadena para pe[r]ro[s] pero en oro. or esperate mira esa caja fuerte vamos abrirla que cosas son estas

fotografias de personas or mira de que con una soga de oro. a lo mejor eso era lo que usaba de prendas.

SUB-ACTIVITY B: I remember...

Purpose: We switched gears completely on this activity jumping from the far future to their more immediate pasts. They first made a list of sentences using the phrase "I remember" as a prompt. They could write anything that came to their mind, whatever events they wanted to remember. Then from that list, they could chose one of these events to write about more.

Aida (age 16) wrote:

1. Recuerdo que mi grado favorito era el 6
2. Recuerdo que mi maestra se llama Sta. Lealearo
3. Recuerdo que tenia una amiga que se llama Janett
4. Recuerdo cuando me case
5. Recuerdo cuando tuve mi hijo
6. Recuerdo siempre a mi madre

COMMENTS: Aida's list reflects the list of a teenage mother, the jump from her favorite grade, her favorite teacher, her best friend to her marriage and her son is an incredible jump.

SUB-ACTIVITY C: Life timelines (adapted from Portraits of Our Mothers: Using Oral History in the Classroom, by Francis Arick Kolb, Ph.D.

Purpose: We had used timelines before in Social Studies class to mark all the wars the United States had fought, so the students were familiar with the concept of a timeline. We put our own lives on a timeline with the beginning being our births and the end still in sight. They marked each event that was important to them, that changed them. Some students drew colored symbols for those events that were important to them.

SUB-ACTIVITY D: My name and Naming Poems (Peter Elbow did this activity both during the Summer Institute and the course on Voice)

Purpose: To encourage writing, to develop a better understanding of poems.

Materials: copies of the naming poems of the Cree Indians and copies of my own naming poem

Process:

Again with this activity, I tried it both in the English and

the Spanish class with differing steps and also different results.

In the English class:

We began by discussing our present names: Were we named after someone, where did our parents get our names, what do we know about our names, etc.

We read two poems from a collection of poetry of the Cree Indians that were examples of naming poems. I then read the naming poem I had written for Elbow's class.

Then we talked about how if we could chose our names by something that has happened to us what would that be.

We then shared what those new names would be.

In the Spanish class:

We began by discussing our present names and writing about them. Since the Cree naming poems are written in English, I could not use them without losing some of the students who barely read in English. We concentrated on this first part of writing about our names.

Janett wrote in English about her own name and what she would like to change it to:

I don't know were my mother and father find my name cose I really don't like and I don't know nothing about. So she call me Janett Batista.

If I want to change my name it would it be Sharmain because I hear that name in the TV. This woman came from the Cambodia to the U.S. looking for her chrdren and I think she would do anything for her chirdren. I love the name Sharmain. I was going to puren on Felicia but Jose say no because he dirent like.

SUB-ACTIVITY E: Family Trees (This activity was adapted from some oral history book...)

COMMENTS: The amazing part of doing this activity was watching where the students began their trees, with themselves and with their babies. For some, the placing of herself is in the center with the family around her like the spokes of a wheel. A number of students did not include their boyfriends/husbands even though they may be part of their lives. Some relatives who have been distant were placed along the edge of the paper without a connecting line to the rest of the family.

EXPRESION ESCRITA ACTIVIDAD # 11

ACTIVIDAD: El Periodico EL CARE CENTER HABLA

El Care Center Habla fue una actividad que una de las estudiantes inicio - ella queria un peiodico que sea de la clase de espanol exclusivamente, que fuera en espanol y que quizas podian vender para recaudar dinero para algun viaje o algo que ellas querian.

WRITING ACTIVITY NUMBER # 11

ACTIVITY: The Spanish class newsletter "El Care Center Habla"

COMMENTS: I include the class newsletter as part of the writing activities though this activity was not initiated by me but rather by one of the students and maintained by all of them. One of the students had the idea which she presented to the class - immediately they began brainstorming about how they could organize themselves, how and to who they could sell the newsletter to make money for class trips, and what kind of articles they would include. One issue came out (I include a copy as part of the appendices) and the next issue was put on hold because the student who had initiated the project left and then many of the students who had been part of the newsletter graduated.

For the second issue, they wanted to have two main focuses, one testimonies of battered women and the second was to be a series of interviews of mothers and their children. Unfortunately, this issue has not been printed yet.

One student wrote:

Fui abusada por tantos hombres. Fui abusada emosionalmente, sicologicamente y fisicamente. Jugaron con mis sentimientos que me querian y cuando les doy lo que quieren me mandan para el carajo. Sicolojicamente me dicen eres una tonta, estupida, no sabes nada y nadi te va a querer. Son tantas cosas que me disen. Fisicamente gorpiada por selos. Aveces siento con ganas de matarme, pero tengo que pensar en mis hijos que seran de ellos que arian sin una madre.

WRITING ACTIVITY NUMBER # 12

ACTIVITY: Journal Decorating

PURPOSE: To encourage journal writing by getting them more invested in their journals by decorating the outside and inside of the journals.

MATERIALS: Journals books, we used simple steno pads; tissue paper, construction paper, magic markers, color pencils, any materials collected from magazines to old greeting cards.

PROCESS:

I am a journal writer and I have been waiting for the opportunity to share some of my journals with the students. We had wanted to encourage more journal writing and thought that I could share the way I decorate my journals. I did this activity twice, once in the English class and once in the Spanish class.

In the Spanish class, I begin by explaining the activity, showing them all the materials, and handing out the steno pads. Then I told them I would read from some of my journals and show them the way I keep them. They immediately wanted to start decorating, cutting out pictures, choosing what color tissue paper to cover the steno pads, etc. I lost most of the students attention as I attempted to read from my journals. Some students moved closer to hear and were interested.

In the English class, I began by saying I was going to read from some journals, though I did not say the journals were written by me. I would tell them how old the writer was then read the entry. Eventually some of the students who knew me better guessed that I had written them all. They asked questions about my journals and I showed them the way I decorate the pages using whatever materials I have collected.
Then they began decorating their own journals.

Betsy's journal is unique in that she went through decorating every page she could with sayings, thoughts, or simply words and drawings. Then later she would return to continue writing or expanding her thoughts. Some students are still maintaining their journals.

WRITING ACTIVITY NUMBER # 13

ACTIVITY: Copying the structure, the title, the theme of other poems to write our own (again this activity came from a class with Peter Elbow)

PURPOSE: To help develop a better understanding of a poem, a better reading of that poem by writing a similar poem using some part of that poem.

MATERIALS: I have used two poems, one "A Julia de Burgos" by Julia de Burgos, and the other, "Figuras en el Agua" by Clementina Suarez taken from Ixok Amar Go: Central American Women's for Peace, edited by Zoe Anglesey.

PROCESS:

I have tried this activity twice with the Spanish class, once without knowing what exactly I was doing and the second time after I had tried this myself in Elbow's class.

The first time, we were simply reading a Julia de Burgos poem called "A Julia de Burgos." My initial intent with this reading was to get the students discussing what they read and ask them some questions which they may see on the G.E.D. Exam on the interpretation of literature. We then started a list of characteristics that we are externally and internally. Then some students took this a step further by writing either a letter to themselves or a poem.

Cookie wrote:

A Cookie Rodriguez
Hola amiga:
Quiero decirte que eres otra,
Cuando quieres acer la misma.
Como soy?
Eres egoista,
Cuando quieres compartir el amor.
Tengo miedo!
Miedo, miedo, miedo de que?
De ser tu misma?
Amiga pichones, capados, enserados ojos que no ven.
Desaropalos, abre esa jaula para que vean...

COMMENTS: After I read this poem I suddenly realized the value of this writing exercise - by copying the structure or a theme, the students can gain a better understanding of a story or a poem. The understanding of the duality that Julia de Burgos wrote about is reflected in Cookie's poem.

the second time I tried this activity:

I again tried this same activity using a poem by Clementina Suarez, a Honduran poet, entitled "Figuras en el Agua." This was an extremely difficult poem which we read a number of times and discussed. We decided to copy the structure of this poem: If I could remember, I would speak about, I would return, I would look for, I would tell. They had to fill in the rest.

Brenda wrote:

Mi Infancia

Si recordara...
lo que hice hace mucho tiempo
quizas me gozaria todas
aquellas travesuras de mi ninez.

Hablaria de todo cuanto hice,
los problemas que paso mi
madre conmigo, de los bochornos y
de todo lo que tuvo que soprotar.

Llegaria hasta el infinito si
supiera y me dejaran llegar
hacia una historia completa
y sin faltar detalles de mi
infancia.

Buscaria afanadamente mas
detalles y cosas bonitas que me
hicieron recordar como fotos
cosas que use cuando era
una bebe.

Te diria que para mi en
especial es muy hermoso
precisar y recordar todo
lo que tiene que ver con el
pasado de la vida de cada
ser humano.

Contaria a todo el mundo
como yo era hace algun
tiempo atras y compararia
mi infancia conjuntamente
con la de mi hija que
comienza ahora.

SOCIAL STUDIES/SCIENCE ACTIVITY NUMBER # 1

ACTIVITY: Food Resources and World Hunger

PURPOSE: To initiate discussion with students about food supplies, world resources and world hunger. To broaden the students understanding of some of the issues involved.

MATERIALS: Two sets of cards, one with a money symbol and the other with a food symbol, map of the world, population information on the countries, and other information regarding that country, and an article on "Food Resources and World Hunger" from Living in the Environment, by G. Tyler Miller Jr., Wadsworth Publishing.

PROCESS:

I chose four countries, the United States, Honduras, Niger and India, just because I had some information and some photographs of these countries. I split the class into four groups but not equally. I purposely had only two people in the U.S. group, and more in the other countries.

I distributed the money and food cards again unequally, with the U.S. receiving most of the money and food cards.

After this point, I allowed them to discuss how they felt, what it was like to get almost no food or money, what they could do, what they thought about the country that received the most. The discussion was the most interesting: issues of distribution, sharing, inequality, etc. were heard throughout the room. I played the devil's advocate adding more information whenever they would say something.

We played out various scenarios both on a global scale and on a national scale with each group then playing a different part of the country, for example Holyoke, Detroit, and Darien, CT.
Finally we read an article on "Food Resources and World Hunger."

ESTUDIOS SOCIALES ACTIVIDAD # 2

ACTIVIDAD: Juego de los continentes

PROPOSITO:

Para promover un conocimiento de las areas geograficas dentro de los continentes

MATERIALES: Lectura de los continentes, localizacion, nombres etc. En tarjetas de index puse una copia de la bandera y el nombre de todos los paises en el mundo.

PROCESO:

Tuvimos dos equipos

Adivinar en cual continente estaba el pais

SOCIAL STUDIES ACTIVITY NUMBER # 2

ACTIVITY: Continent Game

PURPOSE: To increase the student's knowledge of the different continents and of the countries within those continents.

MATERIALS: I made individual cards for a majority of the countries in the world with a xerox of their flag. Some cards had questions about individual countries, about major oceans, rivers, or other information that was discussed in the reading. I also gave each group a large piece of newsprint with the continent written on it.

PROCESS:

We began the class by looking at a variety of world maps, The Peterson Projection Map, one that I have from Australia, and a common classroom map. We discussed terms that appear on the G.E.D. test such as longitude, latitude, peninsula, etc. Some of the students do not know where Massachusetts is in comparison to Puerto Rico, so we pointed out those places. Preparation for this game required some days of allowing the students to get familiar with reading a map, the names of the some countries, and some general geographic regions. We grouped some countries by similarities in language, religion, or proximity.

The actual game took place after this long lesson in geography. The class was divided in two groups. Each person on the team had to pick a card and with her team had to place it on the continent. The team could work together to figure out the question.

ESTUDIOS SOCIALES ACTIVIDAD # 3

ACTIVIDAD: Creando un pais nuevo (interesante, primero hizi esto y una semana despues vi en el periodico un articulo sobre esto)

PROPOSITO: Entender los conceptos de que significa una nacion, que son esos conceptos

Que necesitas para crear tu propia pais?

Gobierno
Habra un presidente, una reina, un dictador o nadie gobernando tu pais?
Como se organiza el gobierno?
Quien(es) hara(n) las leyes? Hay leyes?
Participaran los ciudadanos del pais?
Como eligen a los lideres?
Como son los lideres de tu pais?
Como sera el sistema judicial? Hay jueces? Cortes? Criminales? Prisiones?
Educacion
Sera obligatorio ir a la escuela ? hasta que edad?
Sera gratis las escuellas? Como son los maestros? Que clase de ensenanza usan el las escuelas?
Educacion universitaria?
Adolecentes embarazadas? Habra cuidado de ninos en la escuela para que ellas puedan seguir estudiando?
Quien pagara esto?
Economia
Todos tendran que trabajar? Haciendo que?
Como seraan los salarios? Le pagan a todo el mundo igual, sea desde el dueno hasta los trabajadores?
Habra desempleo? Como se ayudaran a esoso que no pueden trabajar?
Habra un sistema de bienestar social?
Agricultura? La comida? Como sera?
Industrias?
Exportaciones? Importaciones?
Materia prima?
Historia
Religion
Idioma(s)
Grupos Etnicos
Colaboracion entre los paises?
Segundo Paso: una vez que crean sus paises, tener intercambios economicos, politicos etc. Hacer escenas de posibilidades (como un desastre natural que deja un pais en peligro, o un pais que se pone agresivo hacia otro)
Poder Militar
Tienen armas? Las usan? Que clase de armas tienen?
Hay militares en poder? Que poder tienen?

SOCIAL STUDIES ACTIVITY NUMBER # 3

ACTIVITY: Creating your own country

PURPOSE: To identify what a country, a nation is made up of, what is important in a nation.

MATERIALS: Folders, examples of maps, flags, markers, lists of questions.

PROCESS:

Each student had to create their own country from scratch. I handed out a sheet with the question: What do you need to create your own country? Then I gave them another sheet with some questions in different categories. They had a number of days to work on their countries.

I tried this various times with the students. The first time I tried this activity where the students had to work in pairs to create their country. They had to finish within the class time. The second time I tried this activity, we spent more time creating the country and they chose to work individually.

Alicia wrote:

El nombre del pais es Sodatse Sodinu.
1. El Presidente lo escogen un grupo de personas, las personas se dejan llevar por lo que a pasado en las elecciones. Y asi es que escogen al presidente.
2. El Presidente debe tener entre treinta anos y entre los cincuenta, en mi pais una mujer puede ser presidenta. Tiene que haber nacido en este pais. El nombre del presidente es Steven O'Connor.
3. En este pais hay razismo entre, los blancos y los triguenos. Hay una variedades de blancos. Los blancos son los razistas, los triguenos no lo son.

Aida wrote:

La Villa

El Nombre del que gobierna o lider Leewenhoek Newton. Quienes desiden o hacen las leyes de un paises los ciudadanos en las elecciones desiden su propio bienestar. El aspecto del lider debe se ser un buen organizador en todos sus requisitos con el pueblo.

COMMENTS: In both of the cases above, Aida and Alicia gave exact names to the make believe leaders of their countries. What's interesting is that both names are European not Hispanic. Even in the "make believe" exercise of creating their own country, the

majority of the students are so connected to their own reality that they included racism, authoritarian heads of state, welfare for single mothers in their description. Not one student self appointed herself leader of her country nor did they include themselves.

My original idea was once the students created their own countries, I would give them different scenarios where they would have role play how they would interact with each other. Some of the role plays were: a natural disaster occurs in one country and how the other countries respond; border disputes between two of the countries and how would the other countries would respond; and a variety of different scenarios regarding food and natural resources and scarcity. We unfortunately ran out of time and were only able to discuss these scenarios instead of acting them out.

<u>Questions</u>

What do you need to create your own country?

Government

Would there be a president, a dictator, a queen, or king, governing your country?
How would the government be organized?
Who would make the laws? Are their laws?
How do the citizens participate in their country?
How are the leaders elected?
What are these leaders like?

Education

Do you have schools?
Are children obligated to go?
Are the schools free?
What is important to teach in your country to the children?
Are there drop-outs?

Economy

What kind of jobs do the people have?
Is there unemployment?
Agriculture? Industry?
Imports? Exports?
Resources?

History
Religion
Languages
Ethnic Groups
Military

ESTUDIOS SOCIALES ACTIVIDAD # 4

ACTIVIDAD: Drama de tipos de gobiernos

PROPOSITO: Para que los estudiantes tenga una mejor ideaa de la diferencia entre los tipos de gobiernos que son una democracia, una monarquia ua dictadura.

MATERIALES: Tarjetas con descripcion de tres paises imaginarios con sus lideres, personas en el pais, o grupos

Ejemplo: Una monarquia: La reina, su familia, el Primer Ministro, los ciudadanos; de un pais hermoso con castillos y lugares magicos; La democracia consiste de un Presidente, el Vice presidente, el congreso, los ciudadanos. La Dictadura consiste de un Dictador, los generales, los ciudadanos.

Discusion:

Como hacer una decision? Como actuan?
Como se sintieron? Quien participaban en el gobierno.

Los personajes del pais estan describidos bien para que de las actuaciones salgan bien las diferencias.

PROCESO:

Dividir la clase en tres grupos, tienen que actuar como su tarjeta dicen.

Procesar las actuaciones.

SOCIAL STUDIES ACTIVITY NUMBER # 4

ACTIVITY: Role Play of different governments

PURPOSE: To provide a basic understanding of some different types of governments, in particular for this role play a monarchy, an authoritarian regime, and a democracy.

MATERIALS: Index cards with descriptions of three imaginary countries with descriptions of the principal leaders.

Example:

Characters:

Monarchy: a Queen and the Royal family, the Prime Minister, and the citizens.
Role Play: The Royal Family wanted to celebrate the Queen's birthday and needed money in order to pay for all the celebration.

Dictatorship: a Generalismo and his top military men and some citizens.
Role Play: The citizens are upset because their children are starving and the Generalismo has just decided to build a bigger summer palace.

Democracy: a President, some members of congress, and a group of citizens.
Role Play: A group of citizens present a petition to the congresspeople for a particular law. The congresspeople attempt to convince the President.

PROCESS:

I split the class into three groups and gave them their character descriptions and what they had to act out. Some students were incredibly shy about acting out their character. So one group "outdid" the others. For this group, I compensated for their shyness by bringing out more discussion with some questions.

How did they make a decision?
How did the individual characters act?
How did the individual characters feel? (I would ask each character, for instance, the Queen, the Citizens, or the President)
Who got to participate?

We followed this activity by reading about a variety of different real nations and their governments.

ESTUDIOS SOCIALES ACTIVIDAD # 5

ACTIVIDAD: Juego "Los consumidores"

PROPOSITO: Para que los etudiantes tengan un entendimiento de los conceptos economicos de consumidores y productores.

MATERIALES: Juego, Fichas, dados, dinero, etc.

PROCESO:

Explicacion de lo que es un consumidor y un productor. Hablar en terminos de nuestra sociedad, la economia. Lectura sobre la economia de un pais, que son los sectores privados, publicos, que son las relaciones entre estos sectores?

La Economia: creacion, distribucion y consumo de los productos de la sociedad. De quien pertenecen estos productos? Diferencias entre socialism y capitalismo.

SOCIAL STUDIES ACTIVITY NUMBER # 5

ACTIVITY: Game: the Consumers

PURPOSE: To provide the students with a basic understanding of the economic concepts of consumer and producers.

MATERIALS: Gameboard, dice, play money, play pieces

PROCESS:

I created the boardgame to help the students understand what a consumer is and what a producer is. The game consist of the players as consumers with a limited amount of money to spend on the board. The different places on the board represent products and services they need or would like to buy. We discussed the production, distribution and consumption of products and services. The concept of welfare complicated and added a dimension to the discussion that I had not foreseen. For some of these students, everyone they know is on welfare. One student asked me how many food stamps I received every month. The discussion went in many directions with one student saying that thigs like food and housing should be free. This was a great opportunity to introduce the differences between a capitalist society and a communist one.

MATH ACTIVITY NUMBER # 1

ACTIVITY: Introduction to Positive and Negative Numbers

MATERIALS: Large newsprint, markers, play money of some kind.

PROCESS:

I divided the students in small groups of two or three. Each group received $1,000, a winning from a Megabucks Ticket. They had to put the entire amount in a savings account at the bank.

I then kept giving them different scenarios - rent is due, pay $240; baby needs pampers, cough medicine, and a new outfit for his christening, $100; etc. Each scenario would reduce their original amount. Once they reached zero, I kept presenting scenarios.

I then introduced the number timeline with positive and negative numbers.

MATEMATICA ACTIVIDAD # 1

ACTIVIDAD: Numeros Negativos y Positivos en grupos

En forma de un juego, nos dividimos en grupos de dos o tres. Cada grupo gano la loteia y todas empezaron con $1000. De ahi empezaron los gastos que claro fueron mas que las ganancias. Pronto el dinero que habian ganando estaba gastado y debian dinero. Una demostracion de numeros negativos (deudas) en la vida real.

Explicacion de numeros positivos y negativos. Presentacion de la linea de numeros, como avanzar. Repaso de Suma, Resta, Multiplicacion y Division de numeros negativos y positivos.

LECTURA ACTIVIDAD # 1

ACTIVIDAD: Talleres de Lectura (idea de Nancy Atwell con los ninos en Maine)

PROPOSITO:

Tratando de aumentar los niveles de lectura, la concentracion, y ganas de leer.

PROCESO:

Tenian que escoger algo, cualquier cosa, revista, novela, etc. Escogi diferentes tiempos, 10 minutos, 15 para ver que tiempo ellas podian concentrarse para poder leer.

Libremente no trabajo estos talleres - las quejas eran increibles. Lo que empeze hacer fue algo bien formal unas lecturas con preguntas al final, y le di examenes de tiempo. Eso si lo piden de nuevo quieren hacer estos mas y mas. Muchas veces ellas quieren una estructura hasta mas rigida que es posible para mi. La cultura es un factor en esto - todavia me sorprende el respecto en forma de que ellas me llaman de Ud. y me llaman maestra y no por mi primer nombre.

READING ACTIVITY NUMBER # 1

ACTIVITY: Reading Workshops
PURPOSE: To increase reading skills, comprehension, and concentration. To get students excited about reading.
PROCESS:

Most of the ideas for this activity came from Nancy Atwell's In the Middle. I experimented a great deal with this activity, constantly changing my original idea for the reading workshops. The morning classes are an hour and a half long and the second class is an hour long. I first had the reading workshops during the hour class. They had to chose a book and read it for the entire hour. This was not working. The students did not want to read for such a long time, they would pick magazines instead of books, or not read one story completely. One of the problems I have is a lack of reading materials appropriate to their level - I have a collection of literature or a collection of stories which are more for children. So I have nothing in between. At first I did not allow magazines or catalogs.

For the students, an hour class of straight reading was too difficult and much too long, especially for students who are not comfortable with reading. I then shortened the reading time to twenty minutes, then to ten minutes allowing any kind of reading materials. They then wanted me to select the reading, "just tell us what to read, you're the teacher." Somehow all the ideas I was attempting to borrow from Atwell were not fitting the needs of the particular students I had. These students do not have books at home, books are expensive. They come from an oral culture. Reading is foreign to them. My workshop idea was getting alot of criticism, so I dropped it.

Later on, I discovered some short readings with multiple choice questions for each reading. I gave each student a copy of the first reading. One student suggested I timed them, so I found a old kitchen timer and began giving them timed reading tests. They wanted these timed tests in all the subjects. They want me to keep track of each test and how they do, then give them the tests again and see if they improve.

What happened with this activity reflects one of the primary lessons my students have taught me. In Puerto Rican culture, a teacher is placed in a position of respect and authority. Many times the students have helped me identify my role as a teacher and along with this the behaviors, attitudes and the kind of structure they wanted in the classroom. They demand a more rigid structure than I was at first even prepared to create. They want testing and correcting.

READING/WRITING ACTIVITY NUMBER # 2

ACTIVITY: Exploring an author, in this case we explored the writings of Anais Nin

PURPOSE: To increase reading skills.
To have the students explore different kinds of readings.

MATERIALS:

The first time I attempted this activity I chose a selection of readings from the works of Anais Nin, and a magazine article about the recent movie about her life "Henry and June." I selected a brief story from Delta of Venus and some excerpts from her diaries.

PROCESS:

I attempted this activity with the English class. I had the class divide themselves in small groups of three. I handed each group a collection of readings explaining only that these readings had to do with a woman named Anais Nin. Their instructions were to read individually the reading. Then once everyone in their group was finished, they had to share what they had read with the other members of their group. Once they had all shared what was in their individual reading, they had as a group write a description of who this woman was.

What I had not anticipated was the different reading levels in the class, how some students could not finish their reading or understand it enough to be able to share. What did work was that they were able to share whatever information so that most of them were able to get a general description of the author. The reactions they had to the erotica story was incredibly interesting. This reading was shared, some students wanted to take copies home with them, others asked for the book.

READING/WRITING ACTIVITY NUMBER # 3

ACTIVITY: Utopias

PURPOSE: To increase reading skills.
To expose students to a variety of readings.

MATERIALS:

We used excerpts from Herland by Charlotte Gilman Perkins and Sir Thomas More's Utopia. We had wanted to collect other utopias that have been written but only succeeded in getting this two. We also did some readings about the Shaker community and the Oneida Settlement in upstate New York as examples of communities who have attempted to live by their ideals.

PROCESS:

This activity was truly collaborative in that it was conceived and implemented by two of the teachers, Sue Brouillete and myself. The collaboration began with my wanting to do a reading of "The Yellow Wallpaper," by the same author Gilman Perkins with the English class. Since we did not get through the entire story, Sue agreed to continue reading it during her reading class. We then began to exchange ideas, bouncing them back and forth, about utopias, about futuristic views of the world, about not so ideal views of the world. We then set up a schedule and a limited selection of utopia readings.

We read sections of Herland with the class. Then in the following class, we discussed some attempts that have been made to set up certain controlled societies, such as the Shakers, the Oneida Community, and others.

The writing activity we tried with the class was to attempt to get the students to think about what kind of world they would like to see created. We started with an exercise where each student had to pick 6 out of ten people described that would go on a space ship to a new world since the Earth was about to explode. Then they had to pick 6 things that they would take to the new world. And also list six things that they would leave behind to explode.

The last part of the writing activity was a description of what their ideal new world would look like.

Leslie wrote:

My World

If I could create the world all over I would start doing it in

days.

Day Number One - I would create a square world with four sides.

Day Number Two - I would create side number 1 which would be the loving side. This is a side which is rich in nature and animals. It has many forests and rivers. The people here love everything. They live very modestly and they get everything they need from nature.

Day Number Three - I would create Side Number 2 - this is the civilized side. This side is the world we have today.

Day Number four - I would create side number 3 - This side is very poor. The land is very dry and the people suffer.

Day Number five - I would create Side Number 4. This is the perfect side. A side which has everything.

Mariluz wrote:

Things she would take:	Things she would leave:
1. un politico	guerra
2. computadora	enfermedades
3. un hombre y una mujer	el frio y calor
4. semillas para comida	racista
5. gente con ideas	
6 clima tropical	